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ABSTRACT

The content and activities of the nontraditional component of single parent/homemaker projects across Kentucky was perceived by past participants as not being as helpful as other parts. The study determined whether barriers to nontraditional occupations were valid for Kentucky, identified new barriers, identified components of previous projects, and assessed deterrents. The major deterrents to female entry into the programs are cultural, psychological, institutional, and personal-social barriers imposed by society and by women themselves. An array of personal-social barriers remain: the influence of family/friends, low occupational self-concept, lack of money for educational preparation, role conflict, fear of success or failure, and lack of role models or information. Study population included women who completed the program at 12 of the 14 locations. The programs assisted women in becoming economically independent by meeting career goals. The programs served 2,042 clients; 204 were program completers and 37 were interviewed. The results of the data obtained from the interviews validated the 17 previously identified barriers and identified 37 additional variable descriptors. The need for special emphasis on education and training for nontraditional jobs was stressed. (The following are included: table of factors deterring women from entering nontraditional careers, a list of single parent/displaced homemaker programs in Kentucky, an attitude survey about careers, and 52 references.) (NLA)

FINAL REPORT

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NONTRADITIONAL EDUCATION COMPONENT IN SINGLE PARENT/HOMEMAKER PROGRAMS IN THE COMMONWEALTH OF KENTUCKY

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FINAL REPORT

NONTRADITIONAL EDUCATION COMPONENT IN SINGLE PARENT/HOMEMAKER PROGRAMS IN THE COMMONWEALTH OF KENTUCKY

BY

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JULY 1, 1989 - SEPTEMBER 30, 1990

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Keith Bayne, Ph.D.
Project Director

Introduction

At the turn of the century, the vast majority of workers were men. In the social order of the day, the man was the bread winner, and the woman was the homemaker. Eighty years later, the distribution of labor between the sexes has changed radically - women have joined men at the workplace in record numbers, more than doubling their share in the labor force since 1900 (Levatian & Johnson, 1982). In more than 60 percent of all marriages today the husband is not the sole provider for his family. For the first time in history, working wives outnumber housewives.

Women have entered the paid labor force in increasing numbers over the past three decades, with a substantial percentage choosing careers in male-dominated or "non-traditional" fields (Davis, Garfunkle, 1975). However, the percentage of increases in skilled trades and technical fields does not reflect the overall increase in labor force participation. In 1950, 34% of women worked outside their homes; in 1970, 43% were working, and presently, 51% of American women 16 years of age and older are employed (U.S. Department of Labor, 1976).

Despite these changes, women still tend to earn less than their male counterparts (NCWW, 1985). In part this difference is due to the fact that women tend to cluster in low status, low paying occupations (NCWW, 1985).

Women are still largely excluded from higher paying and more prestigious "male intensive" occupations. Only 2.4% of those employed in the crafts were women. (NCWW, 1985).

Since 1976, when Title II of the Educational Amendments (1976) implemented the spirit of Title IX of the 1972 Amendments, sex equity has become a challenge to vocational education; Title II requires that each state establish policies, procedures and programs to assure that women and men have equal access to vocational education.

For a number of years the Kentucky Department of Education, Office of Vocational Education, has funded projects designed to assist single parents/homemakers to make the transition from home to economically viable employment. A particular focus of these projects has been that of encouraging women to enter nontraditional occupations. Yet in a recent follow up study by the Kentucky Office of Vocational Education of participants of these programs, it was reported that the nontraditional component of the above mentioned programs was viewed by participants as the least effective part of the program preparing them to enter the world of work. This finding raised the question, why do these participants feel that the nontraditional component is ineffective?

Wirtenberg, Strasburg, and Alspekton (1981) pointed out that sex roles are an underlying factor in the distribution of women and men across occupations as well as determining links of employment and promotions within occupational fields. The

opportunity to enter blue-collar occupations is different for men and women, as are societal views regarding the appropriateness of these jobs for men or women. This has the effect of reducing a woman's chance for success in the crafts or technical fields.

Legislation alone has not resulted in any significant change in employment for women in non-traditional jobs. Lack of success in increasing the numbers of women in these occupations would imply that other factors, besides institutional barriers are actively deterring women from entering jobs that have traditionally been done by men. A review of relevant literature and existing programs designed to assist women in overcoming barriers to entering non-traditional employment indicates that many personal-social barriers are at work, thereby, keeping women in "women's jobs." Personal-social barriers identified in literature center around such issues as: role structure (Burlin, 1976; Smith, 1976), the attitudes of significant others, such as family, and friends, spouses, or peers; (eg. Kane, Frazee, and Dee, 1976) and self-perceptions (e.g. Korman, 1970; Wertheimer and Nelson, 1977).

Women who have made some attempt to enter non-traditional occupations or training programs are likely to have encountered both institutional and personal-social barriers. Both of these sets of barriers have their roots in long standing societal attitudes ascribing certain characteristics and roles to females and others to males. The process by which these

attitudes are perpetrated is known as sex stereotyping and begins very early in the socialization of children.

By the time children enter school, they have already acquired stereotyped attitudes about "appropriate" behaviors for both sexes through training from parents, and others whom they contact on a daily basis. Fought (1975) notes that sex stereotyping begins early, is set by age three, and is defined by the age of six. Scholassberg and Goodman (1975) point out that stereotypic choices by both sexes can be found in kindergarten.

At the secondary level, it is not surprising to find that boys and girls reflect high sex role stereotyping in their anticipated occupational choices and levels of aspiration. Young women do not really anticipate full career participation and therefore do not avail themselves of opportunities that will enhance their future marketability. Even in the early years, it has been repeatedly demonstrated that girls see themselves as having fewer career options than boys and they aspire to traditionally "feminine" occupations which rarely overlap the group of occupations chosen by boys. This phenomenon of occupational sex role stereotyping has been demonstrated at all age levels in studies of students in college, (Epstein & Bronzaft, 1975; Horner, 1972) high school, (Barnett, 1975; Bogie, 1976; Marini, 1978) elementary schools, (Hawker, 1973; Woft, 1971; Siegal, 1973) and preschool (Getty & Cann, 1981; Jennings, 1975; Papalia & Tennent, 1975). Even girls who

indicate a desire to pursue careers in masculine- oriented fields admit that they really do not expect to achieve their goals. (Bogie, 1976; Slocum & Bales, 1968). These perceptions tend to persist over time, and women, as adults, still tend to select "female" occupations (Scott, Fenske, & Maxey, 1974). This tendency is further supported when one reviews the occupational choices made by participants in single/parent homemaker programs across the Commonwealth of Kentucky. The major impact of this acceptance of traditional stereotypes on women's career development is a restriction of the number and kinds of occupations women choose and the economic benefits to be derived from higher paying "male" occupations. The fact that women continue to select occupations from a very narrow range of options in spite of the removal of institutional barriers will attest to the persistence of the stereotypical attitudes in the minds of women themselves.

One result of acceptance of traditional cultural stereotypes is a severe restriction of the number of occupational choices available. In 1985 more than two-fifths of all women workers were employed in ten occupations: secretary, salesperson, bookkeeper, private household worker, elementary school teacher, waitress, typist, cashier, sewer and stitcher, and registered nurse (NCWW,1985). Thus, the question becomes, "What prevents women from selecting and entering the usually higher paying male dominated occupations?"

When individuals repeatedly encounter barriers in their

attempts to enter nontraditional occupations, they may begin to feel powerless to overcome the barriers. When individuals repeatedly find that their attempts to achieve a goal are not being rewarded, they may experience a phenomenon described as "learned helplessness."

As described by Cohen, Rothbart, and Phillips (1976) this can occur when individuals repeatedly find their attempts to achieve a goal not being rewarded. They experience the perception that rewards occur independent of one's own actions. Thus women might come to feel helpless in getting into any occupation other than those traditionally held by women. A concept closely related to the phenomenon of learned helplessness is the social learning construct of internal-external (I-E) locus of control (Rotter, 1976). I-E is conceptualized as a continuum of individual differences which refers to the extent to which an individual believes that reinforcements occur because of one's own behavior. On the internal end of the continum, a person believes that the things that happen in life result from one's own actions; whereas on the external end, the individual believes things happen because of fate or chance. Belief in one's ability to have effect upon their own career creates inequality in both access to training and employment, as compared to those who feel they have a high degree of personal control over job preparation and acquisition. Because of the nature of society and the dual responsibilities of homemaking and career, the effect of absence of belief in personal control

in these domains is especially detrimental to females. Programs that have been developed to help women eliminate the effects of sex bias and sex discrimination on educational and educational opportunity share certain commonalities of purpose and approaches to the problem. Five elements found in many programs to help women enter nontraditional jobs are these: 1) recruitment, 2) counseling, 3) training, 4) placement, and 5) follow up. These elements would seem to bring women from the initial stage of interest in nontraditional job to the final stage of adjusting to working at that job. The recruitment phase is generally intended to attract women who may be interested in entering nontraditional jobs and to screen applicants in order to select those who are most likely to successfully complete the program. Counseling is used throughout most programs to help women make good career decisions and develop positive attributes like self-confidence and assertiveness. Training is particularly important for women entering nontraditional jobs because they are likely to have missed out on learning basic mechanical and mathematical skills which men routinely learn in the normal process of elementary and secondary education Placement has taken the form of a dual effort with the major thrust aimed at placing trained women in job openings. The second facet of placement is largely a public relations effort intended to kindle awareness and favorable attitudes of the general public regarding women in nontraditional occupations. The follow up phase involves

helping placements cope on the job and gathering information for future success in training and placement.

State Purpose of Project

The purpose of this project was to determine why the content and activities of the nontraditional component of single parent/homemaker projects across the Commonwealth of Kentucky perceived by past participants as not being as helpful as other aspects of the program. Additional objectives included were:

1) To determine if previously identified barriers to nontraditional occupations were seen by participants as valid for Kentucky.
2) To identify any new barriers which may not have been identified previously.
3) To identify components and objectives of previously funded projects to determine commonalities.
4) To assess the nontraditional deterrents to entry of females into occupational preparation programs not usually associated with female stereotyping.

Review of Related Literature

In Kentucky, households headed by women are poorer than households headed by men. This has been true since at least 1950, according to U.S. Census data analyzed by Lorraine Gorkovitch (1986), who researches population changes and

characteristics at the University of Kentucky College of Agriculture.

According to a study published in May 1986 by the Kentucky Task Force on Hunger, 56 percent of all families in Kentucky headed by women with preschool-age children live below the poverty level (Davis, 1986).

In spite of efforts to remove institutional barriers, the fact remains that women are often trapped in low paying dead end jobs, from which it is impossible for them to escape. At the same time, companies are looking for employees in nontraditional occupations. Why is it that women have not taken advantage of the opportunities which confront them? Sex bias, sex discrimination, and sex role stereotyping have become familiar deterrents in modern society. In spite of the fact that institutional barriers have been dealt with in laws, such as the Equal Pay Act of 1963, Title VII of Civil Rights Act of 1964, and the Fair Labor Standards Act, there has not been a significant increase in the numbers of women working at nontraditional jobs. The employment policy of the nation is clearly to eliminate sex bias and sex role stereotyping in both employment and preparation for employment. The enactment of Federal legislation has effectively removed the institutional barriers. But changing admission and employment policies has not removed all barriers that a female encounters if she aspires to a nontraditional career.

Wirtenberg, Strasburg, and Alspekton (1981) pointed out

that sex roles are an underlying factor in the distribution of women and men across occupations as well as determining employment and promotions within occupational fields. The opportunities to enter blue-collar occupations are different for men and women, and societal views regarding the appropriateness of these jobs for men and women influence their chances of success in crafts, labor or technical fields. Some of the reasons for discrimination against women are societal values, beliefs, attitudes, and individual personalities. Accepting these reasons, many people have assumed that certain jobs are appropriate for men or women only. These assumptions have long been ingrained into the fabric of our society in such a way that they have become part of normal business practices.

Women who attempt to enter careers and training programs traditionally dominated by men have generally encountered barriers which have effectively kept most women in "women's jobs." Despite attempts to eliminate institutional barriers to women entering non-traditional jobs, only a relatively small proportion of women workers are employed in blue collar jobs (U.S. Dept. of Labor 1975). The vast majority of women in the labor force remain in the lower paid and/or less skilled areas such as service, health, educational, and clerical occupations. (NCWW, 1986)

This would indicate that other factors are operating to exclude women from nontraditional occupations. Women desiring entry into nontraditional careers and training programs

probably will be discouraged from the start by sex stereotyping or sex bias which is more subtle and often more serious than outright sex discrimination (Koontz, 1972; Lehman, 1977).

Significant others, such as parents, teachers, and peers can also communicate information and societal norms about expected female stereotypic roles. At an early age, females learn from those around them which roles are acceptable and which are not (Looft, 1971). The major deterrents to female entry into these programs appear to be cultural and psychological barriers imposed by society and by women themselves.

Institutional barriers are those which can be, and have been, addressed by legislation in attempts to equalize educational and occupational opportunities for men and women. Personal-social barriers, on the other hand, tend to be more covert and subtle, and consequently are much more difficult to overcome.

Children seem to learn at an early age which roles are acceptable for females and which are not (Looft, 1971). The process of sex role stereotyping experienced by young children in our society is quite effective in teaching them early which occupations are performed by males and which by females. These perceptions tend to persist over time.

It has been concluded that by second grade children have absorbed society's expectation of "sex appropriate" work, and to some extent are aware of their own sexual identity (Siegal, 1973).

One of the results of acceptance of traditional cultural stereotypes is a severe restriction of the career opportunities females feel free to choose. What prevents women from selecting and entering nontraditional occupations which are usually higher paying jobs?

Thomas (1979) reports that women who have encountered barriers in attempting to enter a nontraditional occupation may begin to feel powerless to overcome the obstacles. Individuals, who repeatedly find that their attempts to achieve a goal are not rewarded, may experience a phenomenon described as "learned helplessness" (Cohen, Rothbart, & Phillips, 1976). This involves the perception that reinforcement occurs independent of individuals' actions, and thus they feel helpless in getting into any occupation that is different from those normally considered as being appropriate for women.

A closely related concept to the phenomenon of learned helplessness is the social learning construct of Internal-External (I-E) locus of control (Rotter, 1966). I-E is conceptualized as a continuum of individual differences which refers to the extent to which an individual believes reinforcements occur because of one's own behavior. On the internal end of the continuum, a person believes that the things that happen in life result from one's own actions, whereas on the external end, the individual believes that control of rewards is outside ourself, and that things happen because of fate or chance. Belief in one's own ability to have an effect on the career one

will enter creates inequality in both access to training and employment as compared to those who feel they have a high degree of personal control over job preparation and acquisition. Because of the nature of society and the dual responsibilities of homemaking and career, the effect of the absence of belief in personal control in these domains is especially detrimental to females.

The elimination of institutional deterrents to women's entry into traditionally male-dominated occupations has not had sufficient impact to achieve true equity of occupational opportunity. Higher paying and more prestigious jobs are still male-intensive and women workers are still clustered in relatively few occupations (NCWW, 1985).

Probable causes of these conditions suggested by the review of literature for this paper include the unwillingness of many females to break out of the female sex role stereotype and the inability (helplessness) of others to overcome the psychological and sociological barriers they encounter when they deviate from established social norms. While it may be true that women would still select traditional "women's careers" even if all sex discriminations were removed a substantial percentage of women would choose nontraditional employment if they were able to overcome the barriers they perceive (Cox, 1978).

The employment policy of the nation is clearly to eliminate sex bias and sex role stereotyping in both employment and

preparation for employment. But changing the admissions and employment policies does not remove all the barriers that a female will encounter if she aspires to a nontraditional career. A female who dares to express interest in nontraditional occupations is likely to be deterred by school counselors (or other school personnel) reflection of their own values.

Research of Ekstrom (1972) and Westervelt (1975) has shown barriers to full participation by women to be categorized into three distinct areas; institutional, situational, and dispositional. Briefly, Ekstrom defined institutional barriers as those concerning admission policy, financial aid practices, institutional regulations, and staff attitudes. Situational barriers involved family responsibilities, financial need, and societal pressures. The dispositional barriers are those such as fear of failing, attitude toward intellectual activity, role preference, level of aspiration, dependence, and inferiority feelings. These barriers can be classified under the broad general headings of stereotyping of roles and occupations and are thus considered to be non-institutional deterrents.

Stereotyping of Occupations

Perceptions of stereotypic occupations for females as well as males develop at an early age and are persistent (Looft, 1971 and Siegal 1973) concluded that "it is as if by the second grade, children have absorbed the societal expectation of sex appropriate work, are aware of their own sexual identity at

some level, and have selected the traditional cultural stereotype."

Barriers to Women's Entry into Nontraditional Careers

As noted above, institutional barriers are those which can be and have been addressed by legislative attempts to equalize occupational opportunities for men and women. Issues dealt with by legislation include; training, hiring, and promotions practices which may have been used in the past to exclude women from many jobs. Such barriers are generally rather overt, and as such, can be effectively remedied by legislative policy. The removal of legal and institutional barriers, however, has not changed the attitudinal barriers. Personal and social barriers tend to be more covert and more subtle, consequently more difficult to overcome.

Those barriers which seem to reoccur throughout the literature may be grouped under the general headings of:

1. Influence of family/friends
2. Low occupational self-concept
3. Lack of educational preparation for a nontraditional career.
4. Role conflict
5. Lack of information about non-traditional careers
6. Fear of success or failure
7. Lack of available role models

8. Lack of money to finance training.

These barriers act as deterrents to women's re-entry to the work force as well as to their initial entry. In other words, many of the factors operating to keep women out of the workforce and higher education are the same factors which may deter them from entering nontraditional occupations.

At least three of the barriers (ie, lack of educational preparation; lack of information, and lack of role models) would seem to be unique to the field of nontraditional careers.

Influence of Family/Friends

The factor identified most often in the literature as a barrier to women is the negative influences exerted by their family members and friends. In a survey conducted by the Indiana State Board of Vocational and Technical Education (1977) of women who had considered and rejected the idea of entering a nontraditional career, found that 23% of the respondents identified parental influence as the reason for rejecting a nontraditional career.

Also, considerable influence on women's career choice is the factor of husband's attitudes. Reubens and Reubens (1977) have pointed out the significance of women's marital and family status in career choice. They indicated that a husband's attitude will certainly influence whether a wife's enthusiasm for a nontraditional career is an individual decision or a family decision.

The importance of family influence in general over women's career selections has been widely alluded to in the literature (eg. Consad, 1976; Indiana State Bd. 1977; Kane, et. al. 1977; Sedaka, 1975; Tetul & Denker, 1977) and as such must be considered a primary deterrent to women in their choice of a non-traditional career.

Low Occupational Self-Concept

The second most frequently discussed barrier in the literature reviewed, was the fact that women appear to have a lower self-concept than men in the realm of occupational performance.

Such expectations may have the effect of limiting the range of occupations women feel free to choose, thus leading to actual failure in nontraditional occupational endeavors. These latent observations would seem to make this barrier a rather serious consideration for those who might design a program to help women overcome barriers.

Lack of Educational Preparation for Nontraditional Careers

One very practical barrier is the fact that women simply are not educated to the same extent as men in the areas which would qualify them for entry into nontraditional occupations. Traditionally, females have not prepared for the technical fields to the same degree as males. Women in general have felt afraid of being viewed as unfeminine and of jeopardizing their

relationship with men (Pfiffner, 1972). Thus, it seems that girls in school not only choose traditionally "female" courses of study, but are also encouraged to do so by teachers and counselors who tend to "track" them into courses that are "appropriate" for women (Adickes and Worthman, 1976).

It seems that the crucial element which would prepare women for nontraditional careers would be an adequate background in mathematics, however, mathematics and science, through the process of sex role stereotyping, have been thought of as exclusively male domains.

Role Conflict

A factor which would seem to operate in conjunction with the first barrier cited above, influence of family and friends, is that of role conflict. In order to perform a nontraditional job (or for that matter any job), women first may feel the need to resolve conflicts between the roles of worker and parent, worker and spouse, and nontraditional worker and woman (Burlin, 1976, Indiana St. Bd., 1977). An added element of conflict is suggested by Smith (1977) who notes that women are socialized to direct attention away from themselves as workers and toward getting their identity from spouses or potential spouses.

More than half (55%) of the women in Smith's (1977) survey on barriers to women in nontraditional careers indicated the belief that a wife's career should not interfere with her husband's career success.

Lack of Information About Nontraditional Careers

Another very practic barrier to women's entry into nontraditional occupations is the fact that women frequently do not have access to information concerning such occupations (Bromfield & Kelmurray, 1976).

Lack of information about available nontraditional careers may be a critical barrier to women, since it could prevent them from getting adequate background to qualify them for nontraditional jobs. Kane et. al (1977) observed that since information on nontraditional jobs for women is lacking, they do not, therefore, take courses that would prepare them for apprenticeships.

It appears, then, that the fact that women are not informed about the availability of nontraditional careers may lead to a lack of educational preparation for such jobs. Consequently, as women compete with men for available male-dominated jobs, they start out at a disadvantage and have to try that much harder to achieve success.

Fear of Success or Failure

This barrier may be closely related to the second above, low occupational self concept, in that if a woman perceives herself to be somewhat less competent than men, then it would follow that she might fear not being able to compete successfully with men. Or, if she is successful, she might fear the consequences of success in terms of her relationships with men.

(Smith, 1976). The fear of failure in nontraditional occupations is widely addressed in the literature, and seems to be closely tied to the fear of competing with men (McDonald & Currier, 1977).

The other component of this barrier, fear of success, may be used upon values conflict, with the desire to succeed pitted against: 1) the espousal of traditionally "masculine" values like competition and achievement and 2) the risk of jeopardizing relationships with men.

Lack of Available Role Models

It follows that if there are relatively few women in nontraditional careers, the women who might aspire to such careers would have few female role models after which to pattern themselves. This, in fact, seems to be the case, and has been widely alluded to as a factor deterring women from entering nontraditional occupations (Austin et al 1976).

At the same time, it might be speculated that entry of more women into male-dominated career fields will have a snowballing effect on inducing more women to enter careers, creating more role models.

Lack of Money to Finance Training

A final category of barriers to women's entry into nontraditional occupations is the problem of financing training in order to get a particular job. It must be noted that the

element of training is more crucial for women than for men, since women's overall experience and training do not generally provide the shelter necessary in a career that is traditionally done by men. The issue of financing training may be further complicated by the awareness that it may be difficult for a women to get a nontraditional job of her choice even after she has finished and paid for a training program. Thus, she may not want to take the risk to prepare for a job which may be doubtful when she can prepare for a job which is sure, (i.e. traditional women's occupations).

In any case, lack of money to pay for training has been seen as a barrier. Additionally, it has been suggested that many women, due to home and family responsibilities, need to attend training programs part-time and so the need exists for financial aid for part-time students. Further, in the case of single parents, economic needs are such that they can not participate in lengthy training programs, but must find a way to provide economically for their family for shorter periods of training.

A final deterrent noted in this area is the fact that it is difficult for women to get loans (Astin, 1976). Women generally lack information on how to get money for training and may also find it more difficult to secure financial aid due to their special needs.

Summary

While legal barriers to women entering nontraditional occupations have largely been removed, a sizeable array of personal-social barriers remain and create conflicts for those women who would like to enter male-dominated careers and preparation programs (Ahrons, 1976; Ekstrom, 1972; U.S. Department of Labor, 1975; Westervelt, 1975). The causes of this persistent deterrence may be found in the social and occupational sex role stereotyping that is a part of the acculturation of young children in this country. Such stereotyping severely restricts the range and types of occupations that women feel free to choose. Further, women appear to adjust their actual performance to low self-expectation and enter occupations which may require less ability, when in fact they could take advantage of the wider range of career choices if male dominated occupations were given consideration.

Methodology of Design

The purpose of this project was to determine why the content and activities of the nontraditional component of single parent/homemaker projects in Kentucky were not as helpful as other aspects of the program, as perceived by past participants. Additional objectives included were: 1) to determine which previously identified barriers to non-traditional occupations were seen by participants as being valid for Kentucky; 2) to identify any new barriers which may not have been identified previously; 3) to identify components and objectives in previously funded projects to determine commonalities; and 4) to assess the (nontraditional) deterrents to entry of females into nontraditional occupational preparation programs not usually associated with female stereotyping.

Subjects

The population in this study included women who completed the single parent/homemaker program at fourteen locations throughout the commonwealth (see appendix A). All participants meeting the guidelines for funding under the Carl Perkins Vocational Education Act of 1984. Further, they were either graduates of the program or were nearing completion of the program. The primary focus of these programs is to assist single parent/homemakers in making the transition from unemployment or underemployment to full participation in the work force, in occupations which will afford them the opportunity to

be economically independent and to meet personal needs which come about as a result of implementing their career decisions.

Instruments

The questionnaire and interview schedule used for this project was developed by (Thomas 1979) in her project titled: Overcoming Personal Social Barriers to Entry into Non-Traditional Occupational Preparation Programs. A Final Report. The instruments were developed, and validated using interviews, pilot testing, and other procedures which ensure the validity of the instrument (see appendix B).

The interview schedule (appendix C) was developed by Thomas (1979), and was used with little modification. In conducting the interview, a tape recording was made, and transcribed to insure the accuracy of individual responses to each question.

In order to determine the content and activities of each program in operation, directors at the fourteen sites were asked to submit copies of their curriculum materials for analysis. In addition, other curriculum materials, as identified through the literature search, were requested or purchased from the various sources of available information.

Procedure

The initial phase of the project entailed a critical review of the literature in order to determine the current

state-of-the art and to identify successful programs for females who wish to enter nontraditional occupations and to determine the curriculum components of these programs. A primary focus was to identify the barriers that other participants had perceived to influence their career choice, and determine which activities appeared to the most successful in overcoming the barriers.

The second phase of the project involved preliminary interviews with several project directors around the Commonwealth to determine the structure and content of the nontraditional component of their program. In addition, the overall content of these programs was discussed and time lines were established for approaching participants.

The fourth phase involved interviewing program participants and having them complete the questionnaire. Of the fourteen sites in operation, twelve were able to participate in this portion of the project. These centers were representative of rural, urban, and mid-size cities. Two sites were not included in the study, primarily because the project directors were new to the job, and the projects were in the initial stage of development. Visits to each site were scheduled for times when participants were either returning for follow-up training or they were completing their initial training program.

The initial training consists of a forty hour program, focusing upon the needs of the adult single parent/homemaker. The intent of each program is to assist them in the process of

entering or reentering the world of work outside the home. The interview of program participants was undertaken in order to identify any barriers which had not been reported in the various studies reviewed previously. The questionnaire was administered to as many participants as possible at each site.

Selection of the Sample

In order to get a representative sample from each program, a minimum of five to seven participants were selected to participate in the interview. These individuals were personally interviewed by the project staff and their answers were recorded using a tape recorder, and transcribed at a later time. Every attempt was made to ensure the privacy of each participant. The questionnaire was administered to large groups as available, thus ensuring a sufficiently large sample. While there was no attempt to randomly select the sample, it is estimated that approximately 10% of the yearly participants completed the questionnaire.

Data Analysis

The data analysis focused upon three major objectives. 1) to determine if previously identified barriers to non-traditional occupations were seen by participants as valid for Kentucky; 2) to identify any new barriers which may not have been previously identified; and 3) to assess the nontraditional deterrents to entry of females into occupational preparation

programs not usually associated with female stereotyping.

In order to assess these objectives, the previously mentioned questionnaire was administered. Numerical values were assigned to the five point Likert scale, ranging from 1 representing "strongly agree" to 5 representing "strongly disagree". The statistical package used was StatPac and the program frequencies were used to do the computations.

If an item rated strongly agree or agree by 40% or more of the respondents it was considered to be an important deterrent, and was accepted as a barrier to women who might wish to enter a male dominated occupation.

Results

The results of this study are reported according to the findings which resulted from interviews with project directors, review of curriculum materials, interviews with participants and data collected from the questionnaires.

One of the major objectives was to determine why the content and activities of the nontraditional component of various single parent/homemaker programs was not as helpful as other aspects of the program, as perceived by past participants. In order to arrive at an answer to this question project directors were interviewed and curriculum content was analyzed. The majority of these entry or reentry programs were forty hours in length, and a considerable portion of this time is spent dealing with such topics as self-esteem, self-assess-

ment, and the career decision making process. Because of the limitations of time and the needs of individuals, there has been little effort devoted to examining the previously identified barriers. In most cases, just getting the participants to begin to believe they can take responsibility for their own lives is a major accomplishment. Therefore, curriculum content which focuses upon nontraditional occupations is minimal at best and non-existent in most cases. Further, it was found that in most cases the people who have responsibility for delivery of these programs, are themselves women who have followed traditionally sex stereotypical careers. They have little or no experience with male-dominated occupations, and are at a distinct disadvantage in discussing nontraditional careers with their participants.

Interview

In order to determine if previously identified barriers to nontraditional occupation were viewed by participants as valid for Kentucky, the interview schedule developed by Thomas (1979) was used (appendix C). This instrument was developed, pilot tested and its validity and reliability established.

According to recent statistical data submitted to the State Department of Education, these 14 programs served approximately 2042 clients. At the time the surveys and interviews were conducted approximately 204 participants were available to participate in the study. This would represent 9.9% of the

total served. While no attempt was made to use a random sample, it is felt that the size of the sample is sufficiently large enough to be representative of the total group of participants served at each single parent/homemaker project site. In as much as no statistical test of significance is being used to meed the previously mentioned objectives, the project staff feels confident that the views presented by the sample would provide a strong indication of the views of the larger group.

A total of 204 participants were available, and possible could be interviewed. Thirty-seven were selected to be interviewed or approximately 18% of the total. The findings from the interviews did not produce any surprising information. They did, however, confirm the findings of previous studies. One area, which may be of interest, however, is that of the 37 people interviewed, it was found that 17 of these individuals were born and raised in states other than Kentucky. This would indicate that the responses to all questions are not unique to Kentucky but are problems universally associated with women and barriers to nontraditional occupations. The occupations of parents of those interviewed were found to be generally the lower paid, semi skilled workers and followed traditionally sex role stereotyping patterns. A majority of the participants' mothers were homemakers, but 43% reported their mothers worked at jobs outside the home. This figure corresponds closely with national labor statistics.

Parental education was an area in which the population may

differ with the U.S. population, but parallels with the educational preparation for the state. Only 37% reported that their father had finished high school. There was little change in this category when questioned about their mothers education; 13 of the 37 reported that their mother had finished high school or had completed the requirements for the General Education Development (GED). This represents 35% of the sample. In contrast 36 of 37 interviewed reported they had completed high school or had passed the GED test.

Nearly all of those interviewed had prior work experience. In most cases the jobs they reported having held were low paying dead end jobs which held little hope for promotion or to provide a positive career path. None of those interviewed reported having held a nontraditional job. Typical jobs were, waitress, clerical jobs, factory worker or other part-time, short term or seasonal jobs.

When questioned about their fathers influence on their career choices while growing up, the majority reported their fathers wanted them to get a good education. The majority reported they did not feel their fathers influenced their career decision, except for a small number who felt their fathers overtly felt that women should assume typical sex-role stereotype occupations i.e. nurse, homemaker. It appears that more of the fathers approved of women working outside the home, than disapproved. When one reviews questions relating to financial consideration it becomes very clear that two parents

working outside the home was an economic necessity. Their mothers influence closely parallels that of their fathers, as little or no differences were reported, as it relates to their mothers influence upon their career decisions.

Siblings were not reported as being a factor in their career decision making process. Most participants reported that brothers and sisters were supportive of their career decisions and continue to provide their support. The number of brothers and sisters did have an economic impact upon the family, and therefore, has a limiting effect upon plans for future schooling. A substantial majority reported that finances were a major barrier in implementing their career plans.

When asked if they had the opportunity today, would you consider pursuing a nontraditional occupation, 30 of the 37 reported they would consider this career option. Follow-up questions indicate a high level of parent influence, with their fathers' occupation being one of the influencing factors.

Major factors which might keep them from not pursuing a nontraditional occupation include such things as husband or significant others, the hassle they would receive on the job; self confidence and availability of training along with the time required for training. Clearly, finances were viewed to be the major barrier to pursuing the nontraditional occupation.

The majority felt they had the skills and abilities which would enable them to pursue nontraditional occupations, and that women were suited for most nontraditional occupations.

While a majority of those interviewed did not indicate a desire to pursue a nontraditional occupation, 43% indicted that while growing up they had considered pursuing a nontraditional occupation. Almost all of those interviewed, did however, demonstrate a fierce desire to do something to better their education and job prospects.

In general the results of the data obtained from the interviews did not discover any new barriers to nontraditional occupations. Previously identified barriers, however, were confirmed as valid for single parent/homemakers in the Commonwealth of Kentucky.

Questionnaire

This part of the study was undertaken to determine if previously identified barriers to nontraditional occupations were seen by participants as valid for Kentucky. The questionnaire was developed by Thomas (1979). In her study the population studied consisted of women who had chosen traditional occupations, specifically nurses, secretaries and teachers. This population, because of licensure and certification, for the most part requires a higher level of education. The population reported in the current study, represents a more general group.

As in the previously mentioned study, seventeen factors deterring women from entering nontraditional careers have been identified. These factors, their labels, and component items are enumerated in Table 1. Factor 1 is concerned with concep-

FACTORS DETERRING WOMEN FROM ENTERING NON TRADITIONAL CAREERS

FACTOR	VARIABLE	VARIABLE DESCRIPTOR	PERCENT
I. Conceptions of male dominated work environments.	A.	A woman may decide not to enter careers that are usually held by men because:	
		B. She feels that women have to be better than men to be successful in the same job.	75.1
	G.	Women who hold jobs in traditional female occupations find it difficult to leave their jobs to acquire jobs traditionally held by men because:	
		6. They feel that the experience they had in a "female" job won't count for experience required in a male job.	63.8
	J.	An employed woman may not be willing to risk seeking a job usually held by men because:	
		2. She feels she would risk her present occupation if she looked for another job.	58.2
		3. She feels she wouldn't be paid as much as the men.	73.4
	L.	A woman may feel that if she is successful in an occupation typically held only by men that:	
		1. Men feel uncomfortable with women in responsible positions.	77.8
		6. She still would not be as respected as a male with similar success.	62.5
		7. Men would still feel they would have to protect her from "unpleasant" experiences.	46.8
	N.	Women may have difficulty getting jobs usually held by men because:	
		2. They think that employers don't hire women for management positions.	45.8
		5. They don't have the social connections to assure their getting the job.	16.8 *
	O.	A woman may be reluctant to pursue a career in a field dominated by men because:	
		1. She is afraid of being rejected by the males with whom she would be working.	59.9 *
		5. She feels that men in the occupation would insist that she play the woman's role.	51.2
		13. She feels that she would be given the most miserable tasks in the place.	57.9 *
		14. She doesn't feel that she can convince an employer that she has the ability to do the	51.2 *

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job.

S. A woman who works in jobs usually held by men:

1.	Must work harder than men do to earn respect on the job.	77.8
3.	Has to put up with other women who are jealous of her success.	67.6
4.	Gets criticism that relates to being female rather than job performance.	78.7
5.	Resents having to become one of the "good ole boys."	48.3 *
6.	Has to stand up for her rights in order to get promotions she deserves.	83.7
7.	Has a boss that is male.	67.0

U. A woman who obtains a job in an area dominated by men may find it difficult to cope with:

1.	Being "talked down" to by men who are less competent than she.	79.3
2.	The men's thinking she won't be able to do an effective job.	78.3
3.	The resentment from the wives of the men with whom she works.	68.5
4.	The feeling that no matter how well she does her job she will not be promoted.	64.5
5.	The negative attitude of men that she's taking the place of a male who should be in that job.	73.4
6.	Getting less regard than men for doing the job well.	83.1
7.	Men's attitude of superiority.	78.8
10.	The feeling (by men) that they are better at technical things than women are.	69.2

N. Women may have difficulty getting jobs usually held by men because:

4.	They don't want to leave their hometown.	43.9 *

2. Self concept and perceptions of abilities.

(The scores for this section are an indication of strongly disagree or disagree)

B. Women have traditionally remained in certain jobs and professions because they belive that:

8.	A woman can't control her emotions well enough to be successful.	83.2

O. Women may have difficulty getting jobs usually held by men because:

1.	They don't want to leave their home town.	86.1

F. Women do not seek the same careers as do men because:

1.	They lack ambition.	85.2

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		2. They can't stick with the discipline of preparation.	86.7
		3. They lack self confidence.	57.7
		4. They are more timid than men.	57.4
		5. They usually take the easy way out.	84.2
		6. They can't stand up for what they want.	80.7
		7. They don't want to take the responsibility expected in these fields.	75.9
		8. They can't sort out dreams from reality.	90.0
		9. They aren't emotionally strong enough.	82.3
		10. They are more suited for other careers because they are more sensitive and compassionate.	68.4
	B.	A woman who works in jobs usually held by men:	
		2. Has difficulty supervising other women.	74.8
3. Reinforcement of stereotyped role by family.	A.	A woman may decide not to enter careers that usually held by men because:	
		1. She wasn't told she could.	17.9 *
	Q.	A woman is likely to choose to enter a "female" career (those usually dominated by women) because:	
		5. Books, TV, and magazines all portray women in stereotyped roles.	60.1
		10. She has not been told to pursue other alternatives.	14.8 *
		11. She is not aware of her own potential.	70.1
	B.	A woman's family may affect her career decision by:	
		1. Expecting her to have babies.	76.9
		2. Expecting her to marry well.	74.2
		3. Discouraging her from going to school.	44.6 *
		4. Expecting her to please them rather than make her own career decision.	61.1
		5. Putting too much pressure on her to do well in a proper career field.	66.0
		6. Making all of her decisions for her.	51.5 *
		7. Teaching her where a woman's place is in society.	58.9
		8. Expecting her to work immediately to assist in supporting the family	51.2
		9. Protecting her.	68.1
		11. Teaching her that women are solely respon sible for raising the family and taking care of the household operation.	60.6
		12. Insisting that a woman can't be a good wife and have a career.	58.6
		13. Allowing her to depend on them for financial support.	50.5

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T. A woman may not go into a non traditional or previously male dominated career because:

1.	Her family feels that academics were for men; easier studies are for women.	46.0 *
2.	Her family told her that boys would not want to date girls who were too smart or who were career oriented.	40.3 *
3.	Her parents felt the boy in the family should have priority for career training.	52.0
4.	Her family gave little or no positive feed back regarding her career plans.	61.4
8.	Her family wanted her to do what was safe and secure.	65.5
9.	There are no career oriented, professional role models in her immediate family.	57.0
11.	Her feeling that if her parents said so, it must be right.	42.6 *
12.	Her parents want her to get married, take care of her husband, and provide grand children as soon as possible.	48.7 *
13.	Her reluctance to leave home or to be completely independent.	47.5
14.	Her feeling that her job was only temporary until marriage.	52.0
15.	Her working mostly with men in a profession causes problems at home for her husband.	62.5 *
16.	Her inability to be a mother, housekeeper, and career woman all at the same time.	15.6

4. Establishing priorities with family responsibilities and career needs.

A. A woman may decide not to enter careers that are usually held by men because:

3.	Her husband would be jealous of her success.	55.9

F. A woman may be reluctant to seek training for a career usually held by men because:

11.	She couldn't be away from her family for training programs that are offered in the evening.	49.0

H. Women have traditionally remained in certain jobs and professions because they believe that:

1.	A woman should be supportive of her husband's career.	62.5

J. An employed woman may not be willing to risk seeking a job usually held by men because:

5.	She feels an immediate obligation to help her family financially.	68.3

K. A woman may have difficulty getting qualified and

staying qualified for jobs traditionally held by men because:

2.	She finds it necessary to leave the training program to follow her husband or family.	50.3
4.	She feels that she can't leave her family to go to a training program in another state.	79.6
5.	She feels that she can't go out of town for training sessions or conferences.	64.6

N. Women may have difficulty getting jobs usually held by men because:

1.	Women can't pick up and move to a job as easily as a man.	64.6

5. Attitude of others at the entry and training levels toward women entering non-traditional careers.

C. If a woman seeks information about non-traditional occupations, she may find that:

1.	She has difficulty overcoming negative feedback from the sources of occupational information.	75.4
2.	She has difficulty getting people to talk to her about these occupations.	70.4
3.	She has difficulty getting information about openings in these occupations.	74.9
4.	She may have difficulty overcoming the pressure to look at information about jobs that are traditionally female.	65.2

D. A woman who attempts to get training in a male-dominated field is likely to feel that persons offering the training programs:

1.	Are not interested in her.	68.4
2.	Think that she would not be able to do the work.	73.9
3.	Think of her as a female, rather than someone seriously interested in pursuing a career.	83.6
4.	Would have the perception that women would not "stay with" the training program.	75.8
5.	Would recruit her into a female-dominated occupational training program.	67.8
6.	Do not think she could get a job in the occupation for which they offered training.	68.0
7.	Think that the occupation for which they offer training "just isn't for women."	70.8
8.	Think that even if you can train her, she won't be physically strong enough for the job.	77.9
9.	Think she won't like the working conditions.	68.6
10.	Think she won't fit in with those already in the profession.	70.3

6. Attitudes of friends towards woman's plan to enter a non traditional career.

F. A woman who makes plans to enter a career usually sought only by men is likely to feel that her friends think that:

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		1. She isn't feminine.	54.9	*
		2. "Ladies" shouldn't seek that kind of career.	56.6	*
		3. She won't be satisfied with the job.	49.4	
		4. She should seek a job in an area where more women are employed.	56.7	
		5. She won't have job security.	41.3	*
		7. Women should be teachers, secretaries, nurses, or homemakers.	46.0	*
7. Perceptions of security in traditional jobs.	G.	Women who hold jobs in traditional female occupations find it difficult to leave their jobs to acquire jobs traditionally held by men because:		
		2. They don't want to give up their job security.	82.0	
		3. They know they can be successful in the job they hold.	65.8	
8. Self-concept as a working professional.	A.	A woman may decide not to enter careers that are usually held by men because:		
		5. She doesn't see herself as a professional.	41.8	*
		6. She doesn't feel that she is as competent as the men in the field.	42.2	*
9. Belief in the myth that a woman's place is in the home.		None cited.		
10. Choosing to follow traditional patterns.	Q.	A woman is likely to choose to enter a "female" career (those usually dominated by women) because:		
		1. Others tell her to.	42.4	*
		2. Her friends chose it too.	51.9	
		8. Persons employed in the career will be supportive of her.	65.1	
11. Obtaining information about non traditional jobs and training.	B.	Information about careers usually held by men:		
		1. May be difficult to relate to for a woman.	44.8	*
		2. May never be sought by women.	42.8	
		4. May take extra effort to obtain as compared to information concerning occupations typically held by females.	67.4	
		5. May not be available in the form of a female role model.	73.1	
	C.	If a woman seeks information about non traditional occupations, she may find that:		
		5. She may have difficulty knowing where to start looking for the information	73.9	
		6. She has difficulty accepting the possibility of upsetting anyone looking at information concerning non traditional occupations	50.7	*
12. Attitudes about college		None cited.		

education for women.

13. Fear of the non traditional	B.	A woman who obtains a job in an area dominated by men may find it difficult to cope with:		
		9. The dangers that exist in some jobs.	43.4	
		11. The conflict with the religious teaching that that stress the role of a woman as that of a wife and mother.	45.8	*
14. Superiority of men in non traditional jobs.		None cited.		
15. Fear of failure and/or dissatisfaction in non traditional training program jobs.	A.	A woman may not decide to enter careers that are usually held by men because:		
		2. she doesn't want any hassle on the job.	73.3	
	G.	Women who hold jobs in traditional female occupations find it difficult to leave their jobs to acquire jobs traditionally held by men because:		
		4. They want to stay where they are safe and secure.	77.0	
	K.	A woman may have difficulty getting qualified and staying qualified for jobs traditionally held by men because:		
		3. She feels it would be difficult to get admitted to the educational or training program, so she never tries.	53.5	*
		9. She hasn't had anyone tell her to take the required prerequisites for the training program.	44.6	*
		15. She finds it easier to get into and/or reenter jobs traditionally held by women.	74.1	
		16. She got a scholarship in another field and cannot financially afford to give it up in order to pursue the training in the male dominated occupation.	71.7	
	O.	A woman may be reluctant to pursue a career in a field dominated by men because:		
		3. She feels there is a low probability of a woman being successful in the field.	49.3	*
		18. She doesn't have the experience or training.	62.6	
		19. She doesn't feel she would be lucky enough to get it.	52.5	*
16. Myths perpetuated about women who are successful in non traditional.	A.	A woman may decide not to enter careers that are usually held by men because:		

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		7. She would offend men by being successful.	46.2	*
	G. Women who hold jobs in traditionally female occupations find it difficult to leave their jobs to acquire jobs traditionally held by men because:			
		5. They are respected for the work they do now, but wouldn't be respected in the new occupation.	49.8	*
	H. Women have traditionally remained in certain jobs and professions because they believe that:			
		3. Husbands object if wives make a higher salary than they do.	63.5	
		4. A woman has a different set of values than a man.	60.9	
		7. A woman will be propositioned if she works where men work.	41.9	*
17. Financial resources needed for training for non traditional jobs.	F. A woman may be reluctant to seek training for a career usually held by men because:			
		6. She is unable or not willing to forego income during training or graduate school for the non traditionnal occupation.	12.8	*
		7. She is not willing to go into debt in order to get the necessary training.	41.6	*
		8. She has a low paying job which doesn't allow her to save enough to pay for additional training.	78.7	
		9. She doesn't know how to get financial aid for this kind of training.	62.4	*

* Indicates items which were found to be additional variable descriptors unique to this population.

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tions women may hold about their role in a work environment which is dominated by men. The results indicate that women in this study felt there were at least five additional variable descriptions which apply to their situation. N-1) they don't have the social connections to assure their getting a job; 0-2) fear of being rejected by males with whom she would be working; 0-13) she feels that she would be given the most miserable tasks in the place; 0-14) she doesn't feel that she can convince an employer that she has the ability to do the job.

Factor 2 is concerned with a woman's perception of who she is and what her abilities are. Indicative of this factor are the attitudes that women don't look for the same careers as men because; 1) they are more timid than men; 2) they usually take the easy way out; 3) they don't want to assume responsibilities required in these fields; 4) they are not emotionally strong enough; 5) they can't exercise the self discipline needed to prepare for a career; 6) they can't stand up for what they want; 7) they are not good decision makers. While these factors may have been identified by others in the previously mentioned study, they are not perceived by the participants of this study as significant barriers. The respondents disagreed or strongly disagreed with these and similar statements in more than 75% of the cases.

Reinforcement of the stereotypical woman's role by the family is reflected in the third factor. Eight additional

variable descriptions were identified as agree or strongly agree: N-4) they don't want to leave their home town; A-1) she wasn't told she could enter careers held by men. A woman's family may affect her career decision by: R-1) discouraging her from going to school; R-6) making all her decisions for her. A woman may not go into a nontraditional or previously male-dominated career because: T-1) her family feels that academics are for men; easier studies are for women. T-2) Her family told her that boys would not want to date girls who were too smart or who were career oriented; T-11) her feeling that if her parents said so, it must be right; T-12) her parents want her to get married, take care of her husband, and provide grandchildren as soon as possibility; T-15) her working mostly with men in a profession causes problems at home for her husband.

Factor 4 is concerned with the establishment of priorities with regard to family responsibilities and career needs. Only one new variable met the criteria and differed from the previous study. A woman may have difficulty getting qualified and staying qualified for jobs traditionally held by men because: K-2) she finds it necessary to leave the training program to follow her husband or family.

The attitude of others at the entry and training levels toward women entering nontraditional careers is represented by factor 5. Items in this category are concerned with the attitudes of training personnel in nontraditional programs,

reflect a woman's feelings that these individuals don't see her as capable of completing the training or successfully entering the job market in these fields. This study did not uncover any additional variable descriptions.

The attitudes of friends towards a woman's plan to enter a nontraditional career is found in Factor 6. These variables are concerned with stereotypical ideas. It was found that the participants of this study added E-1) that she isn't feminine if she seeks to enter a nontraditional career; E-2) "ladies" shouldn't seek that kind of a career; E-4) she won't be satisfied with the job; E-5) she won't have job security; E-7) women should be teachers, secretaries, nurses or homemakers.

Factor 7 covers perception of security in traditional jobs. They like their jobs and they know they can be successful in traditional jobs.

A woman may be deterred from a nontraditional career because she doesn't see herself as a professional, Factor 8. She may decided not to enter careers that are held by men because: A-5) she doesn't see herself as a professional; A-6) she doesn't feel that she is as competent as the men in the field.

Factor 9, the belief in the myth that a woman's place is in the home was not found to be a variable description ranked high by participants, indicating that they do not subscribe to this myth in large numbers.

Women may decide to enter traditional occupations because

significant others have followed the job pattern, Factor 10. In addition it was found that a woman is likely to choose because: D-1) others tell her to.

Factor 11 is concerned with obtaining information about nontraditional careers. It was found that information about careers usually held by men: B-1) may be difficult to relate to for a woman.

Factor 12, attitudes about college education for women - none cited.

Factor 13, fear of the nontraditional job setting: if a woman who obtains a job in an area dominated by men may find it difficult to cope with: U-9) the dangers that exist in some jobs. A-11) The conflict with religious teachings that stress the role of a woman as that of wife and mother.

Factor 14 is concerned with the attitude that in nontraditional jobs, men are superior to women - no variables were cited for this factor.

Women may be deterred because of fear of failure and/or dissatisfaction in nontraditional training programs or jobs, Factor 15. Four additional variables were identified. A woman may have difficulty getting qualified and staying qualified for a job traditionally held by men because; K-3) she feels it would be difficult to get admitted to the education and training programs, so she never tries. K-9) She hasn't had anyone tell her to take the required prerequisites for the training program. A woman may be reluctant to pursue a career in a

field dominated by men because: O-3) she feels there is a low probability of a woman being successful in the field; O-19) she doesn't feel she would be lucky enough to get it.

Factor 16 represents the myth perpetuated about women who are successful in nontraditional fields. A woman may decide not to enter careers that are usually held by men because: A-7) she would offend men by being successful; women who hold jobs in traditionally female occupations find it difficult to leave their jobs to acquire jobs traditionally held by men because; G-5) they are respected for the work they do now, but wouldn't be respected in the new occupation; H-7) a woman will be propositioned if she works where men work.

Financial resources needed for training is Factor 17. A woman may be reluctant to seek training for a career usually held by men because: F-6) she is unable or not willing to forego income during training or graduate school; F-7) she is not willing to go into debt in order to get the necessary training; F-9) she doesn't know how to get financial aid for this kind of training.

In summary thirty-seven additional variable descriptors were identified as the basic factors or barriers which deter women from entering nontraditional occupations. The influence of family members appears to play an important role in deterring women from nontraditional occupations. Women's perception of the attitudes of people in nontraditional training programs, as well as male dominated work settings continue to represent

major barriers. Further they failed to obtain the knowledge about these occupations and to develop the necessary pretraining skills which will insure successful completion of such programs.

Conclusion

The purpose of this study was to determine why single parents/homemakers did not perceive the nontraditional component to be as helpful as other activities. Our findings indicate that the project directors and staff of the projects are in fact focusing upon some of the initial needs of single parents/homemakers, that of self-confidence, self esteem and the career decision making process. There is every evidence to indicate that they are successful in this area. The results of the interviews, and continued career plans of participants give support to this conclusion. There is, however, a need to provide increased emphasis upon nontraditional education and preparation. Such education would focus upon overcoming the barriers which women face when in the career decision making process.

The barriers to entering nontraditional occupations for women appear to fall into two major categories, the woman's own perception of nontraditional jobs and pressures from persons considered to be important to them e.g. family, significant others, and husbands. In addition to these major barriers; finances and the feeling that there will not be a job at the

end of an extensive training period were major barriers identified by the groups under study. Single parents are usually faced with an income near the poverty level. Therefore, there is a need for access to information regarding the availability of financial resources which would enable them to enter training programs, and which will enable them to continue to provide for themselves and family until they complete the training program.

The results from this study indicate that previously identified barriers to nontraditional occupations are valid for Kentucky. In spite of the fact that nearly ten years has elapsed since Thomas (1979) conducted her study, there has been little change in the outlook for women entering nontraditional jobs.

Because of the more general nature of the population which make up the sample for this study, thirty-seven additional variable descriptors were identified as basic factors or barriers which deter women from entering nontraditional jobs. The identification of these factors and variables provide a clear indication of the need for special emphasis in education and training on nontraditional jobs if women are to increase their participation in nontraditional occupations.

As stated previously, one of the major goals of this project was to identify goals and objectives of previously funded projects, designed to assist participants in overcoming these barriers. The second phase of this project represents a

summary of successful training programs identified throughout the United States and is presented as a curriculum package which can be used by project staff in overcoming barriers.

APPENDIX A

Adult Single Parent/Homemaker
Programs in Kentucky
Fiscal Year 1990

1. Janice Foust
   Paducah Community College
   P.O. Box 7380
   Paducah KY 42002
   Telephone Number 502-442-6131

2. Joyce Boren
   Hopkinsville Community College
   P.O. Box 2100
   Hopkinsville KY 42240
   Telephone Number 502-886-3921

3. Beth Moore
   Madisonville Community College
   University Drive
   Madisonville KY 42431
   Telephone Number 502-821-2250

4. Cheryl King
   E-town Community College
   University Drive
   Elizabethtown KY 42701
   Telephone Number 502-685-4964

5. Chris Buzbee
   E-town Community College
   University Drive
   Elizabethtown KY 42701
   Telephone Number 502-769-2326

6. Yvonne Carter
   The Women's and Family Program
   226 W. Breckinridge St.
   Louisville KY 40203
   Telephone Number 502-581-7237

7. Candace Sellers
   Northern Kentucky University
   236 Albright Health Center
   Highland Heights KY 41076
   Telephone Number 606-572-6360

8. Beverly LeVay
Maysville Community College
Route 2
Maysville KY 41056
Telephone Number 606-759-7141

9. Louise Shytle
Ashland Community College
1400 College Drive
Ashland KY 41101

10. Jean Rosenberg
Prestonburg Community College
H.C. 69, Box 230
Prestonburg KY 41653
Telephone Number 606-886-3863

11. Carolyn Davis
Hazard Community College
Highway 15 South
Hazard KY 41701
Telephone Number 606-5=439-5721

12. Francine Mosley
Single Parent/Homemaker Program
600 North Main Street
Louisville KY 40741

13. Brenda White
Somerset Community College
808 Monticello Road
Somerset KY 42501
Telephone Number 606-679-8501

14. Leona O'Banion
Kentucky Central Vo-Tech
104 Vo-Tech Drive
Lexington KY 40510
Telephone Number 606-255-8501

APPENDIX B

UNIVERSITY of LOUISVILLE

SINGLE PARENT/HOMEMAKER PROGRAM
RESEARCH STUDY

Thank you for participating in this research study. The purpose of the study is to determine why former participants from the various single parent/homemaker programs across the state of Kentucky felt that the nontraditional educational component was not as helpful to them as other aspects of the program. The questionnaire you are about to complete is a survey on women's attitudes about nontraditional careers. Nontraditional careers for women are those where the majority of workers employed in them are men. Your responses on this questionnaire will help us identify the specific obstacles women face in pursuing nontraditional types of occupations.

Once the data is collected and analyzed, it will be used to design new curriculum materials for the program that will better assist women participants in exploring and gaining entry into nontraditional jobs where the potential for earning higher salaries is far greater than those earned in traditionally female occupations.

The information you will be providing on this questionnairs will be used solely for the purpose of this research study and will be kept completely confidential. You are not asked to give your name or any other personal data which would enable us to identify you.

Once again, thank you for your participation.

Dr. Keith Bayne
Dept. of Occupational Education
University of Louisville

SURVEY OF WOMEN'S ATTITUDES ABOUT CAREERS

On the following pages you will find a series of statements that may or may not keep women from seeking a job in an occupation that is usually dominated by men. You are asked to express your feelings about how much or how little you agree with each statement. There are no right or wrong answers, so respond to each statement exactly the way you feel.

The results of the survey will be used to help assist women to establish careers in the occupation of their choice, whether it be one usually dominated by women or men.

DIRECTIONS FOR MARKING YOUR RESPONSES:

A. In marking your responses circle 1, 2, 3, 4, or 5 as below:

(1) Strongly Agree-
If the statement describes an obstacle that would have a considerable impact on women's career development.

(2) Agree-
If the statement describes an obstacle that would have a moderate impact on women's career development.

(3) Undecided-
If you are not sure whether or not the statement describes an obstacle that would have an impact on women's career development.

(4) Disagree-
If the statement does not describe an obstacle that would have considerable impact on women's career development.

(5) Strongly Disagree-
If the statement describes an obstacle that would have little, if any, impact on women's career development.

B. Below are sample statements with responses shown:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
People have trouble getting into business.	1	2	3	(4)	5
Career fields are hard to get into.	1	2	(3)	4	5

C. Please respond to all the statements listed on the following pages--do not omit any items.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A. A woman may decide <u>not</u> to enter careers that are usually held by men because:					
1. She wasn't told she could.	1	2	3	4	5
2. She doesn't want any hassle on the job.	1	2	3	4	5
3. Her husband would be jealous of her success . . .	1	2	3	4	5
4. She doesn't want to compete	1	2	3	4	5
5. She doesn't see herself as a professional	1	2	3	4	5
6. She doesn't feel that she is as competent as the men in the field.	1	2	3	4	5
7. She would offend men by being successful.	1	2	3	4	5
8. She feels that women have to be better (work harder, etc.) than men to be successful in the same job	1	2	3	4	5
B. Information about careers usually held by men:					
1. May be difficult to relate to for a woman	1	2	3	4	5
2. May never be sought by women.	1	2	3	4	5
3. May never be reviewed seriously by a woman. . . .	1	2	3	4	5
4. May take extra effort to obtain as compared to information concerning occupations typically held by females	1	2	3	4	5
5. May not be available in the form of a female role model	1	2	3	4	5
C. If a woman seeks information about non-traditional occupations (those usually held by men) she may find that:					
1. She has difficulty overcoming negative feedback from the sources of occupational information	1	2	3	4	5
2. She has difficulty getting people to talk to her about these occupations	1	2	3	4	5
3. She has difficulty getting information about openings in these occupations	1	2	3	4	5
4. She may have difficulty overcoming the pressure to look at information about jobs that are traditionally female.	1	2	3	4	5
5. She may have difficulty knowing where to start looking for information needed.	1	2	3	4	5
6. She has difficulty accepting the possibility of upsetting anyone by looking at information concerning non-traditional occupations	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
D. A woman who attempts to get training in a male-dominated field is likely to feel that persons offering the training programs:					
1. Are not interested in her	1	2	3	4	5
2. Think that she would not be able to do the work .	1	2	3	4	5
3. Think of her as a female, rather than someone seriously interested in pursuing a career	1	2	3	4	5
4. Would have the perception that women would not "stay with" the training program	1	2	3	4	5
5. Would recruit her into a female-dominated occupational training program	1	2	3	4	5
6. Do not think she could get a job in the occupation for which they offered training	1	2	3	4	5
7. Think that the occupation for which they offer training "just isn't for women"	1	2	3	4	5
8. Think that even if you can train her, she won't be physically strong enough for the job.	1	2	3	4	5
9. Think she won't like the working conditions . . .	1	2	3	4	5
10. Think she won't fit in with those already in the profession.	1	2	3	4	5
E. A woman who makes plans to enter a career usually sought only by men is likely to feel that her friends think that:					
1. She isn't feminine.	1	2	3	4	5
2. "Ladies" shouldn't seek that kind of career . . .	1	2	3	4	5
3. She won't be satisfied with the job	1	2	3	4	5
4. She should seek a job in an area where more women are employed.	1	2	3	4	5
5. She won't have any job security	1	2	3	4	5
6. Women shouldn't want a lifetime career.	1	2	3	4	5
7. Women should be teachers, secretaries, nurses or homemakers.	1	2	3	4	5
8. Women should be satisfied with their lot - having children, keeping house, taking care of their husbands.	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
F. A woman may be reluctant to seek training for a career usually held by men because:					
1. She feels that men are more intelligent than women	1	2	3	4	5
2. She feels that men are more competent than women in some areas such as math and science	1	2	3	4	5
3. She has doubts about her ability to do the job even if she did finish the training	1	2	3	4	5
4. She feels that women have less mechanical ability than men	1	2	3	4	5
5. Training for traditional jobs will take less time than training for nontraditional jobs	1	2	3	4	5
6. She is unable or not willing to forgo income during training or graduate school for the non-traditional occupation	1	2	3	4	5
7. She is not willing to go into debt in order to get the necessary training	1	2	3	4	5
8. She has a low paying job which doesn't allow her to save enough to pay for additional training	1	2	3	4	5
9. She doesn't know how to get financial aid for this kind of training	1	2	3	4	5
10. She would feel that any money available to pay for training for these kinds of jobs should go to her husband or other male members of the household	1	2	3	4	5
11. She couldn't be away from her family for training programs that are offered in the evening	1	2	3	4	5
G. Women who hold jobs in traditional female occupations find it difficult to leave their jobs to acquire jobs traditionally held by men because:					
1. They like their present job	1	2	3	4	5
2. They don't want to give up their job security	1	2	3	4	5
3. They know they can be successful in the job they hold	1	2	3	4	5
4. They want to stay where they are safe and secure	1	2	3	4	5
5. They are respected for the work they do now, but wouldn't be respected in the new occupation	1	2	3	4	5
6. They feel that the experience they had in a "female" job won't count for experience required in a male job	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
H. Women have traditionally remained in certain jobs and professions because they believe that:					
1. A woman should be supportive of her husband's career.	1	2	3	4	5
2. A woman degrades herself by taking a job usually held by men	1	2	3	4	5
3. Husbands object if wives make a higher salary than they do	1	2	3	4	5
4. A woman has a different set of values than a man.	1	2	3	4	5
5. A woman shouldn't be out in the business world where she can hear all that "man talk".	1	2	3	4	5
6. A woman shouldn't have a career	1	2	3	4	5
7. A woman will be propositioned if she works where men work.	1	2	3	4	5
8. A woman can't control her emotions well enough to be successful	1	2	3	4	5
9. A woman is too old to return to school after she has taken time to raise a family.	1	2	3	4	5
I. A woman may not prepare for <u>any</u> career because:					
1. A woman's place is in the home.	1	2	3	4	5
2. A woman should be a wife and mother first	1	2	3	4	5
3. Men will take care of them anyway	1	2	3	4	5
4. A woman should not work when she has children . .	1	2	3	4	5
5. A woman should not work unless it is financially necessary	1	2	3	4	5
6. A woman doesn't have the energy to deal with a career and housework too.	1	2	3	4	5
J. An employed women may not be willing to risk seeking a job usually held by men because:					
1. She isn't concerned with how much she makes . . .	1	2	3	4	5
2. She feels she would risk her present occupation if she looked for another job.	1	2	3	4	5
3. She feels she wouldn't be paid as much as the men	1	2	3	4	5
4. She feels that a higher paying job would be less secure.	1	2	3	4	5
5. She feels an immediate obligation to help her family financially.	1	2	3	4	5

K. A woman may have difficulty getting qualified and staying qualified for jobs traditionally held by men because:	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. She can't stay in school long enough.	1	2	3	4	5
2. She finds it necessary to leave the training program to follow her husband or family.	1	2	3	4	5
3. She feels it would be difficult to get admitted to the educational or training program, so she never tries	1	2	3	4	5
4. She feels that she can't leave her family to go to a training program in another state.	1	2	3	4	5
5. She feels that she can't go out of town for training sessions or conferences.	1	2	3	4	5
6. She is not willing to get more training to get back into a career after she has stepped out for a period of time.	1	2	3	4	5
7. She doesn't want to be like persons who hold these jobs.	1	2	3	4	5
8. She doesn't feel it is worth the hassle to get the required training	1	2	3	4	5
9. She hasn't had anyone tell her to take the required prerequisites for the training program . .	1	2	3	4	5
10. She usually enrolls in a school curriculum that doesn't prepare her for a job	1	2	3	4	5
11. She doesn't want to tie herself down long enough to get the training	1	2	3	4	5
12. She feels that the training programs would be too difficult for a woman	1	2	3	4	5
13. She does not have time to pursue training for these kinds of jobs	1	2	3	4	5
14. She won't accept the responsibility for overcoming her deficiencies in order to get into a training or educational program	1	2	3	4	5
15. She finds it easier to get into and/or reenter jobs traditionally held by women.	1	2	3	4	5
16. She got a scholarship in another field and cannot financially afford to give it up in order to pursue the training in the male-dominated occupation.	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagr.
L. A woman may feel that if she is successful in an occupation typically held only by men that:					
1. Men feel uncomfortable with women in responsible positions	1	2	3	4	5
2. She could no longer be dependent on a man	1	2	3	4	5
3. She would lose her reputation as a lady	1	2	3	4	5
4. Men would not have anything to do with her socially.	1	2	3	4	5
5. She will have to act the "dumb broad" part to keep from offending the less competent male . . .	1	2	3	4	5
6. She still will not be as respected as a male with similar success	1	2	3	4	5
7. Men would still feel they would have to protect her from "unpleasant" experiences	1	2	3	4	5
8. She will be considered homosexual	1	2	3	4	5
9. She will have to grant sexual favors to the men in order to advance.	1	2	3	4	5
M. College education for a woman:					
1. Isn't worth as much as it is for a man.	1	2	3	4	5
2. Isn't supported by a girl's parents if she wants to enter a profession	1	2	3	4	5
3. Makes it harder to get a job than if she hadn't gone to college	1	2	3	4	5
4. Is usually just an insurance policy in case she has to work	1	2	3	4	5
5. Is a waste of time since a woman doesn't need to know anything anyway.	1	2	3	4	5
6. Reduces her options for employment.	1	2	3	4	5
N. Women may have difficulty getting jobs usually held by men because:					
1. Women can't pick up and move to a job as easily as a man.	1	2	3	4	5
2. They think that employers don't hire women for management positions.	1	2	3	4	5
3. They don't plan for a lifetime career	1	2	3	4	5
4. They don't want to leave their hometown	1	2	3	4	5
5. They don't have the social connections to assure their getting the job	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
O. A woman may be reluctant to pursue a career in a field dominated by men because:					
1. She is afraid of being rejected by the males with whom she would be working	1	2	3	4	5
2. She doesn't want to try, if it appears to be too hard.	1	2	3	4	5
3. She feels there is a low probability of a woman being successful in the field	1	2	3	4	5
4. She couldn't take the chance of not being successful.	1	2	3	4	5
5. She feels that men in the occupation would insist that she play the woman's role.	1	2	3	4	5
6. She is afraid she may not be able to complete the training or schooling required for the job. .	1	2	3	4	5
7. She is reluctant to apply or interview for jobs usually held by men	1	2	3	4	5
8. She doesn't want to make a career decision. . . .	1	2	3	4	5
9. She is afraid it would be a mistake	1	2	3	4	5
10. She feels women should not compete in a man's world	1	2	3	4	5
11. She is afraid she would start to look masculine .	1	2	3	4	5
12. She feels that she wouldn't like doing the tasks that these jobs require	1	2	3	4	5
13. She feels that she would be given the most miserable tasks in the place	1	2	3	4	5
14. She doesn't feel that she can convince an employer that she has the ability to do the job.	1	2	3	4	5
15. She feels she won't have any privacy on the job .	1	2	3	4	5
16. She would not have flexibility in moving in and out of the profession	1	2	3	4	5
17. These careers wouldn't give her time to be a mother.	1	2	3	4	5
18. She doesn't have the experience or training . . .	1	2	3	4	5
19. She doesn't feel she would be lucky enough to get it.	1	2	3	4	5
20. She doesn't feel she would get the job - so why try	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
P. Women do not seek the same careers as do men because:					
1. They lack ambition.	1	2	3	4	5
2. They can't stick with the discipline of preparation for a career.	1	2	3	4	5
3. They lack self-confidence	1	2	3	4	5
4. They are more timid than men.	1	2	3	4	5
5. They usually take the easy way out.	1	2	3	4	5
6. They cannot stand up for what they want	1	2	3	4	5
7. They don't want to take the responsibility expected in these fields.	1	2	3	4	5
8. They can't sort out dreams from reality	1	2	3	4	5
9. They aren't emotionally strong enough	1	2	3	4	5
10. They are more suited for other careers because they are more sensitive and compassionate	1	2	3	4	5
11. They are not good at decision making.	1	2	3	4	5
12. They are rejected by other women if they become competent in a career dominated by men.	1	2	3	4	5
Q. A woman is likely to chose to enter a "female" career (those usually dominated by women) because:					
1. Others tell her to.	1	2	3	4	5
2. Her friends chose it too.	1	2	3	4	5
3. Her friends couldn't make it in other fields. . .	1	2	3	4	5
4. Her friends didn't want a career.	1	2	3	4	5
5. Books, TV, and magazines all portray women in stereotyped roles	1	2	3	4	5
6. She lacks a commitment to any career.	1	2	3	4	5
7. She knows of women who are unhappy in other careers	1	2	3	4	5
8. Persons employed in the career will be supportive of her.	1	2	3	4	5
9. She could never decide to prepare to enter a different kind of job	1	2	3	4	5
10. She has not been told to pursue other alternatives	1	2	3	4	5
11. She is not aware of her own potential	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
R. A woman's family may affect her career decision by:					
1. Expecting her to have babies.	1	2	3	4	5
2. Expecting her to marry well	1	2	3	4	5
3. Discouraging her from going to school	1	2	3	4	5
4. Expecting her to please them rather than make her own career decision	1	2	3	4	5
5. Putting too much pressure on her to do well in a proper career field	1	2	3	4	5
6. Making all of her decisions for her	1	2	3	4	5
7. Teaching her where a woman's place is in society.	1	2	3	4	5
8. Expecting her to work immediately to assist in supporting the family	1	2	3	4	5
9. Protecting her.	1	2	3	4	5
10. Teaching her that career women are not socially acceptable.	1	2	3	4	5
11. Teaching her that women are solely responsible for raising the family and taking care of the household operation	1	2	3	4	5
12. Insisting that a woman can't be a good wife and have a career	1	2	3	4	5
13. Allowing her to depend on them for financial support	1	2	3	4	5
S. A woman who works in jobs usually held by men:					
1. Must work harder than men to earn respect on the job	1	2	3	4	5
2. Has difficulty supervising other women.	1	2	3	4	5
3. Has to put up with other women who are jealous of her success	1	2	3	4	5
4. Gets criticism that relates to being female rather than job performance.	1	2	3	4	5
5. Resents having to become one of the "good ole boys"	1	2	3	4	5
6. Has to stand up for her rights in order to get promotions she deserves	1	2	3	4	5
7. Has a boss that is male	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
T. A woman may not go into a non-traditional or previously male-dominated career because:					
1. Her family feels that academics were for men: easier studies are for women.	1	2	3	4	5
2. Her family told her that boys would not want to date girls who were too smart or who were career oriented.	1	2	3	4	5
3. Her parents felt the boy in the family should have priority for career training	1	2	3	4	5
4. Her family gave little or no positive feedback regarding her career plans.	1	2	3	4	5
5. Her main desire is to please her parents.	1	2	3	4	5
6. Her parents do not appreciate the value of an education	1	2	3	4	5
7. Her parents felt that professions that require a college degree are not for women.	1	2	3	4	5
8. Her family wanted her to do what was safe and secure.	1	2	3	4	5
9. There are no career oriented, professional role models in her immediate family.	1	2	3	4	5
10. Her parents told her that she shouldn't work in a job that had a lot of men in it	1	2	3	4	5
11. Her feeling that if her parents said so, it must be right.	1	2	3	4	5
12. Her parents want her to get married, take care of her husband, and provide grandchildren as soon as possible.	1	2	3	4	5
13. Her reluctance to leave home or to be completely independent	1	2	3	4	5
14. Her feeling that her job was only temporary until marriage.	1	2	3	4	5
15. Her working mostly with men in a profession causes problems at home for her husband.	1	2	3	4	5
16. Her inability to be a mother, housekeeper, and career woman all at the same time	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
U. A woman who obtains a job in an area dominated by men may find it difficult to cope with:					
1. Being "talked down" to by men who are less competent than she.	1	2	3	4	5
2. The men's thinking she won't be able to do an effective job	1	2	3	4	5
3. The resentment from the wives of the men with whom she works.	1	2	3	4	5
4. The feeling that no matter how well she does her job she will not be promoted.	1	2	3	4	5
5. The negative attitude of men that she's taking the place of a male who should be in that job	1	2	3	4	5
6. Getting less regard than men for doing the job well.	1	2	3	4	5
7. Men's attitude of superiority	1	2	3	4	5
8. Working with men all the time	1	2	3	4	5
9. The dangers that exist in some jobs	1	2	3	4	5
10. The feeling (by men) that they are better at technical things than women are	1	2	3	4	5
11. The conflict with the religious teaching that stress the role of a woman as that of a wife and mother.	1	2	3	4	5

Personal Information Data

We need to know a few things about you so that we may better understand the way women feel about careers.

Please complete the following:

1. Your age in years is: (check one)

   _____ Less than 20

   _____ 20 - 29

   _____ 30 - 39

   _____ 40 - 49

   _____ 50 - 59

   _____ 60 or over

2. Have you ever considered entering careers other than the one in which you are now employed? _____Yes _____No

   If yes, what were these careers?

   _____

   _____

   _____

3. Have you at any time considered entering a career that you would consider to be one that is held mostly by men? _____Yes _____No.

   If yes, how much did you consider this career?

   _____ only a little

   _____ a lot

   What male dominated career(s) did you consider?

   _____

   _____

APPENDIX C

INTERVIEW SCHEDULE

I'd like to begin by thanking you for taking the time to participate in our research study. First of all, let me explain to you what the purpose of the study is. Through these interviews we are trying to identify all the various personal and social factors that discourage women from pursuing nontraditional types of occupations. Nontraditional occupations are those occupations where the majority of workers employed in them are males. Occupations such as those in welding, plumbing, heating and air conditioning, industrial electronics, computer repair technology, to name just a few. Once we identify what these factors are, our next step will be to see what we can do in the present single parent/homemaker progress to help women, such as yourself, get into these fields of employment where they can earn much higher salaries than those paid by traditionally female jobs.

The first set of questions I'm about to ask you deals with your personal history and how your family, teachers, religious institution, and the community you lived in may have affected your career choices while you were growing up.

If any of these questions makes you feel uncomfortable, please let me know and we'll go on to the next one. Do you have any questions so far? If not, then let's begin. . .

1. Where did you grow up?

2. What is your father's occupation?

3. What is your mother's occupation?

4. Describe your father's education.

5. Describe your mother's education.

6. Describe your own education.

7. What kinds of jobs have you held?

8. Do you think your father had an influence on the types of jobs you thought about pursuing while you were growing up?

   If no:
   a. What were his attitudes about women working outside the home?
   b. What were his attitudes about your career choices?
   c. Do you feel that you being a women caused him to feel this way?

   If yes:
   a. What types of jobs did he try to influence you to pursue?
   b. Why do you think he tried to influence you towards these types of jobs?

c. What were his attitudes about women working outside the home?
d. What were his attitudes about your career choices?
e. Do you feel that you being a woman caused him to feel this way?

9. Do you think your mother had an influence on the types of jobs you thought about pursuing while you were growing up?

If no:
a. What were her attitudes about women working outside the home?
b. What were her attitudes about your career choices?
c. Do you feel that you being a woman caused her to feel this way?

If yes:
a. What types of jobs did she try to influence you to pursue?
b. Why do you think she tried to influence you towards these types of jobs?
c. What were her attitudes about women working outside the home?
d. What were her attitudes about your career choices?
e. Do you feel that you being a woman caused her to feel this way?

10. Do you have any brothers and/or sisters?

If yes:
a. How many brothers/how many sisters?
b. What are their present occupations?
c. In what ways do you think they had an influence on your career plans while you were growing up?
d. In what ways do you think they had an influence on your educational and/or personal abilities?
e. In what ways do you think they had an influence on your level of self-confidence?

11. In what ways do you think other relatives (aunts, uncles, grandparents) had an influence on your career plans while you were growing up?

12. Did any of the schools you attended ever discourage you from certain careers or encourage you into specific ones?

If yes:
a. What were the types of careers they encouraged women to pursue?
b. What were the types of careers they discouraged women from pursuing?

13. Did the community you grew up in have certain expectations of women which influenced your career choices?

If yes:
a. What were their expectations about the kinds of jobs women should or should not go into?
b. What do you think their attitudes were about women going into nontraditional occupations?

14. In what ways do you think your religious background had an influence on your career choices?

15. Were there any financial considerations or concerns that might have prevented you from attending school to train for a specific career?

    IF yes: a. What were these financial considerations?
    b. What specific career did it prevent you from pursuing?

16. Did any of the jobs you held or businesses you worked for in the past have any influence on your present career decision?

    IF no: a. Did the businesses you worked for have any attitudes or practices that might have discouraged women from pursuing certain types of jobs?

    IF yes: a. How do you think they influenced your present decision?
    b. Did the businesses you worked for have any attitudes or practices that might have discouraged women from pursuing certain types of jobs?

The next set of questions I'm about to ask you deals with your present career plans, your attitudes about nontraditional occupations, and what factors you think might discourage you from pursuing a nontraditional career. IF you're ready, we'll begin now. . .

17. While you were growing up, did you ever consider pursuing a nontraditional occupation?

    IF yes: a. What was that occupation?
    b. How old were you when you first thought about becoming a _____?
    c. How did you become interested in _____?
    d. Did you know anyone who worked as a _____?
    e. What were the major factors that discouraged you from pursuing a career in this occupation?
    f. Were there people who discouraged you from going into it?
        1. Who were these people?
        2. What specific things did they tell you that caused you to change your career plans?

18. IF you had the opportunity today, would you consider pursuing a nontraditional occupation?

    IF yes: a. What specific nontraditional occupation would you pursue?
    b. Why would you choose _____?
    c. Did anyone have an influence on your choice of this occupation?
    d. Do you know anyone who works in this occupation?

19. What do you think would be the major factor that might prevent you from pursuing a job in a nontraditional occupation?

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20. Do you think your husband or significant other would try to discourage you from pursuing a career in a nontraditional occupation?

If yes:
- a. Why do you think he would not want you to pursue a job in a nontraditional occupation?
- b. What are his attitudes about women working outside the home?
- c. What are his attitudes about women working in nontraditional occupations?

21. Do you think your parents would try to discourage you from pursuing a career in a nontraditional occupation?

If yes:
- a. Why do you think they would not want you to pursue a job in a nontraditional occupation?
- b. What are their attitudes about women working in nontraditional occupations?

22. What factors do you think might prevent you from attending school to train for a career in a nontraditional occupation?

23. Do you think your present skills and abilities would influence you from not pursuing a nontraditional career?

If yes:
- a. What skills and abilities do you feel you are lacking?
- b. How do you know that these skills are needed for a nontraditional job?

24. Do you think women are suited to do most nontraditional jobs?
- a. What makes you believe they are/are not?

25. Do you think women are generally accepted in nontraditional occupations?

If no:
- a. What factors do you think discourage women from pursuing nontraditional jobs?
- b. Would these factors discourage you from pursuing a nontraditional job?
- c. Do you think women are treated any differently from men in nontraditional jobs?
  1. How do you think they are treated differently?

If yes:
- a. Do you think women are treated any differently from men in nontraditional jobs?
  1. How do you think they are treated differently?

26. Have you ever applied for a job in a nontraditional occupation?

If no:
- a. Why do you think you haven't?

If yes:
- a. Were you offered the job?
  1. Why didn't you take it?
  2. Why do you think you weren't offered the job?

27. What do you think are some of the reasons that women, in general, do not enter traditionally male-dominated occupations?

28. Has anyone ever explained the differences in salaries between traditional and nontraditional jobs to you?

If yes:
a. Who discussed it with you?
b. Was that person employed in a nontraditional job?
c. What did they tell you?
d. Did that have any influence on your career planning?
e. Why or why not?

29. Have you made any specific career plans?

If no:
a. Why do you think you haven't?
b. Do you think that the traditional idea of what a wife and mother "should be" will influence your career decision? How?
c. How do you think children will affect your career decision?

If yes:
a. What are they?
b. Who or what influenced your career decision?
c. When did you first begin thinking about pursuing a career in _____?
d. Where did you get information on this career?
e. Did you have an opportunity to look into it before making your decision?
f. Do you think that the traditional idea of what a wife and mother "should be" had any influence on your decision?
g. How did children affect your career decision?

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